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ABSTRACT

This course is a team taught, 12 quarter-hour block course, which combines a general teaching, competency segment and a specialized subject area methods segment. It is required of all students seeking secondary certification and is supported out of the regular secondary department budget. The teaching competency segment has the following three interrelated phases: (1) design, development, and evaluation of mediated instructional units; (2) clinical focus on the improvement of interactive teaching skills, observation of classroom verbal and nonverbal behavior, and classroom management; and (3) human relations, including theoretical analysis of affective education and practical experience in values clarification. Specific changes that have evolved during the three year period include behavior modeling, movement from university classroom to secondary school field instruction, movement toward an inservice treatment for instructors, and production of particularized learning materials. The focus on human relations and affective teaching is concluded to have created a consideration of alternative teaching and learning models and concern for the individual learner. (Author/JBH)

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SUMMARY OF CURRICULUM AND METHODS COURSE (EDS 300)

The entry is submitted by Dr. Robert H. MacNaughton, Dr. Marvin Pasch, and Dr. Jerrald Shive.

The Secondary Curriculum and Methods Course (EDS 300) is a team taught, twelve quarter hour block course which combines a general teaching, competency segment and a specialized subject area methods segment. The course is required of all students seeking secondary certification and is supported out of the regular Secondary Department budget. In its present form the course has progressed through a three year development period under the leadership of a stable group of teaching faculty.

The general teaching competency segment is composed of three interrelated phases:

1. design, development, and evaluation of mediated instructional units;

2. clinical focus on the improvement of interactive teaching skills, observation of classroom verbal and non-verbal behavior and classroom management;

3. human relations, including theoretical analysis of affective education and practical experience in value clarification.

During the three year period being described, important changes have occured as a result of the instructional development process. First, the instructional team has learned to model the behaviors expected of students. Second, a gradual movement from university classroom to secondary school field instruction can be discerned. During Spring Quarter, 1975 the entire course, both general and specialized subject sections was moved to a junior high school site. Plans are underway to link the EDS 300 methods program to the rapidly growing teaching center development program. Third, the course has been an in-service treatment for instructors. The combination of educationists and liberal arts personnel, as well as individuals with varying educational philosophies has facilitated the growth of mutual learning and respect. Fourth, particularized learning materials--readings, slide-tape presentations, worksheets and discussion activities have been produced and shared by the various members of the team.

Finally, the focus on human relations and affective teaching has created a consideration of alternative teaching and learning models and concern for the individual learner.

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COMPREHENSIVE EXPLANATION OF EDS 300 CURRICULUM AND METHODS

Steps Toward A Core

EDS 300 Curriculum and Methods is a course with a distinctive history. It is a product of continuing input from a number of different faculty with varying educational philosophies. The new Cleveland State University College of Education, created in 1966, gave impetus to the idea of an innovative approach to the perennial problems surrounding pre-service secondary methods instruction. The course, created in the fall of 1969, attempted to bring together those concerned with what to teach and those concerned with how to teach, in part, in the real atmosphere of the classroom with the assistance of experienced teachers. The basic principles guiding the course were:

1. Preparation of teachers should be a team effort involving academic specialists, experts in classroom procedures, and classroom teachers in the field.

2. Performance standards for the methods students should be established and a systematic design be drawn to enable the student to attain them.

To implement these principles, the general and special methods courses were merged. In 1972, further major revision took place. The Department merged the separate Tests and Measurements course to the block and redesigned EDS 300 as a professional quarter to be taken just prior to student teaching. The course is required of all students seeking secondary certification and is supported out of the regular Secondary Department budget. There is no external funding for the course. All students register for twelve quarter hours of credit blocking out the morning for the ten week quarter. Approximately forty percent of class time is devoted to general methods with the remaining time divided between special methods instruction and a three week field experience in junior and senior high schools.

The major changes in the second (1972) revision included the addition of a

clearly humanistic segment to the course, integration of content on evaluation, a revamping and upgrading of the field experience component, the inclusion of the development of Learning Activity Packages, a sequential ordering of micro teaching experiences, and programmatic development of team teaching to include evaluation of team performance.

To structure the specified learning experiences, the course is divided into three phases: Instructional Development, including evaluation, Interactive Skills and Laboratory Experiences, and Personal Awareness and Growth. One instructor responsible for each phase is a member of the instructional team. The three person team meets to plan classes, coordinate class and field experiences, and discuss anticipated needs in the coming week. In addition, the general methods team meets weekly with the special methods instructors in the course, some of whom are from the Liberal Arts College, to coordinate efforts. A graduate assistant has also been utilized to assist in course planning operation of video and media equipment, and preparation of materials.

The team teaching arrangement encourages instructors to deal with content and student questions in areas of their greatest expertise, and provides students with models of behavior and knowledge relative to three different roles played by the classroom teacher--content organizer and materials developer, interaction stimulator, and human relations facilitator.

Phase I. Instructional Development

The Instructional Development phase emphasizes curriculum units and instructional materials as important determiners of teaching performance. The many planning and development competencies are taught and assessed through student creation of a Learning Activity Package. Two general characteristics of Learning Packages make them highly useful vehicles in teacher preparation. First, LAP's are systematically organized. That is, package components (rationale, objectives,

activities and evaluation procedures) act together as an integrated whole. Second, the Learning Package structural design facilitates individualization.

During the development process, students in EDS 300 are required to master a series of planning, development objectives. Specifically, students must:

1. create a Learning Package congruent with the generalizations which guide LAP development;
2. evaluate instructional objectives by distinguishing clearly stated examples from those which are not and improving those which are poorly written;
3. demonstrate ability to classify objectives and evaluation procedures into various types and levels of instruction;
4. determine if given learning activities are congruent with prescriptive suggestions made by educational psychologists;
5. classify given evaluation procedures according to whether each is free of common testing errors;
6. relate the concept "Learning Package" to systematic instruction;
7. describe the various ways that the Learning Package may be individualized.

The Instructional Development Phase includes various types of activities in the large group setting: lectures, panel discussions, simulated games and mediated lessons. Small group sessions may focus on student or teacher led discussion and remedial work. Individual conferences and individual development times are often scheduled. To further encourage individual activity, the team operationalized an EDS 300 Reading Room where students work on LAP objectives alone or in informal small group.

Phase II. Interactive Skills and Laboratory Experiences

The Interactive Skills and Laboratory Experiences phase of the course facilitates accomplishment of the system designed in the Instructional Development phase. Students analyze and demonstrate, in a variety of settings, various performance skills appropriate to the achievement of a designated task. Specifically the learner must:

1. Select, develop, and use various classroom strategies appropriate to a given lesson and use them in such a way that the objectives are achieved. Use a classroom observation device and interpret the results of an instructional model.

2. Select, develop, and use various classroom questions intended to elicit various levels of cognition on the part of learners.

3. Distinguish among inquiry, rule example, application, and value lessons and demonstrate the use of these lessons.

4. Demonstrate competency in the operation of specific pieces of visual hardware. Construct and use one or more instructional materials appropriate to a specific instructional objective.

5. Use a model for the analysis of classroom management and discipline and interpret his own philosophy of management and discipline in light of the model and actual classroom observation.

The faculty developed five major activities to achieve competency in the interactive skills. They include gaining a basic knowledge of an interaction analysis system, participating in a series of micro lessons of increasing complexity, developing and using instructional materials and equipment, analyzing and applying a model of classroom management, and participating in two field experiences.

The first field experience occurs early in the course and is largely observational. In the second experience, occuring near the end of the course, students engage in a variety of activities including tutoring and teaching. All EDS 300 students are sent to the three CSU teacher education centers for field experience. These centers, linked to the University by formal contracts, serve clusters of pre-service students and feature shared responsibility for supervision, representative governing boards, and considerable efforts at in-service. They represent a cross section of the cultural, economic, and ethnic makeup of Cuyahoga County.

Phase III. Personal Awareness and Growth

In Personal Awareness and Growth the student must:

1. Recognize and promote effective group communication and identify alternative purposes of groups. Encourage and evaluate feedback concerning groups roles and processes.

2. Understand and describe processes for value clarification and inquiry.

3. Relate self-directed classroom learning strategies and methods to supporting psychological theory.

4. Recognize ways of organizing classroom and student relationships that create openness and trust.

A lecture describing the psychological support for a theory of teaching emphasizing the interests of the student and self-direction introduces this phase. Students analyze a rationale for emphasizing processes in learning, problem solving, value education, and learning which is self-initiated.

The major area of study in this phase is value education. Three approaches to value education described include value inquiry, values clarification, and stages of moral development. Students examine issues and participate in activities appropriate for each approach to value education.

As an application activity each student designs a "growth lab", a small group exercise aimed at value analysis, value inquiry, or value clarification. The growth labs are shared among students in the class and students participate in selected growth labs during the final week of the course.

Summary

Current efforts at improvement of EDS 300 center on greater individualization of content, movement of the course into a field-based setting and greater integration of classroom and schoolroom realities.

In the spring of 1975, the course moved into one of the center junior high schools for an experimental quarter of field-based teaching. University faculty and public school faculty closely cooperated to integrate teaching experiences and student designed Learning Packages into the junior high classrooms. Many pre-service students were employed as aides in the school during the hours of the week they were not attending class.

The improvement of EDS 300 has been monitored by frequent evaluation. The most dramatic evidence of the success of the course comes from two sources. First in a questionnaire administered at the conclusion of EDS 300, students rate personal

awareness activity, interactive skill training, and Learning Package development in terms of contributing to their teaching skills and assess their own competency to perform the various teaching tasks subsumed within the three general areas.

The second source of student perceptions is a study comprising 159 student teachers who completed secondary methods during the 1973-74 academic year.[1] They reported that student teachers were satisfied with the "concepts and skills learned in EDS 300 and found them useful in student teaching". Of greater importance was the fact that the level of satisfaction rose from fall, 1973 to spring, 1974 in concert with the instructional development energy and resources invested by the faculty teaching team during that period. Since the study was sponsored by the Student Teaching Office and the items which pertained to methods instruction were subsumed among a larger set of unrelated items, the conclusion that secondary students were increasingly satisfied with their methods preparation seems to be warranted by the evidence.

Certainly the course has not been without problems. However, the faculty has committed itself to this direction. Continuing favorable reports from student questionnaires, as well as favorable reports from student teachers in the field, help to support the conviction that we are headed in the right direction.

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1 "Steps Toward A Core," The Urban Connection in Teacher Education, The Cleveland State University Press (in press), February, 1976.